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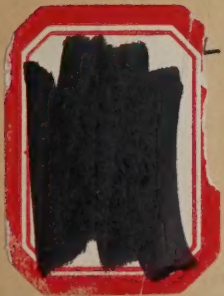
Middletown, New York
Public Schools

Guide for the Teaching of French
in the
Elementary Schools

WITHDRAWN

1955

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IN THE
ELEMENTARY SCHOOLS

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To All Elementary Teachers:

The materials, vocabulary and suggestions included in this Curriculum Guide for the Teaching of French in the Elementary Schools (Grades two through six) are those presented to us by Mr. Leon J. Cohen during two successive In-Service Training Courses; one in the spring of the 1953-54 school year, and the next in the autumn of the 1954-55 school year.

After the second Course, and some actual experience in our classrooms, we are in a position to make a meaningful Revision and Expansion of the Tentative Guide which was used during the current school year.

We appreciate your help and suggestions in determining the vocabulary and activities best adapted to each grade. There was a committee member in each building who solicited your ideas and suggestions. At each grade level we will start at the beginning of the work in the Curriculum Guide, refresh as necessary, and take the children as far as possible through the work recommended for the grade.

The original Committee continued to serve during 1954-55 on this revision. Mr. Cohen met with us as a consultant in our final planning. The Committee recommends that in September, 1955, we again have a 'refresher' Course. This time meetings will be scheduled on a Grade Group basis with special emphasis on the work of each grade, plus a review of the previous grade or grades.

The Committee members who for two years worked with the Tentative Guide, and the Revised Guide are:

Penelope Chachis
Vincent Falanga
Mildred Hoffman
Lillian Scott

Irene DuVall
Lillian Hitchcock
Mary King
Kathryn Moore

FOREWORD

It is an established fact that the most favorable time to begin the study of a foreign language is as early as possible, when speech organs are flexible, when children love to imitate and dramatize.

Up to the age of eleven a child is "bilingual"- is able to learn a language or several languages without establishing comparisons and without questioning about forms. After the age of eleven, the wonderful gift of "bilingualism" slowly disappears.

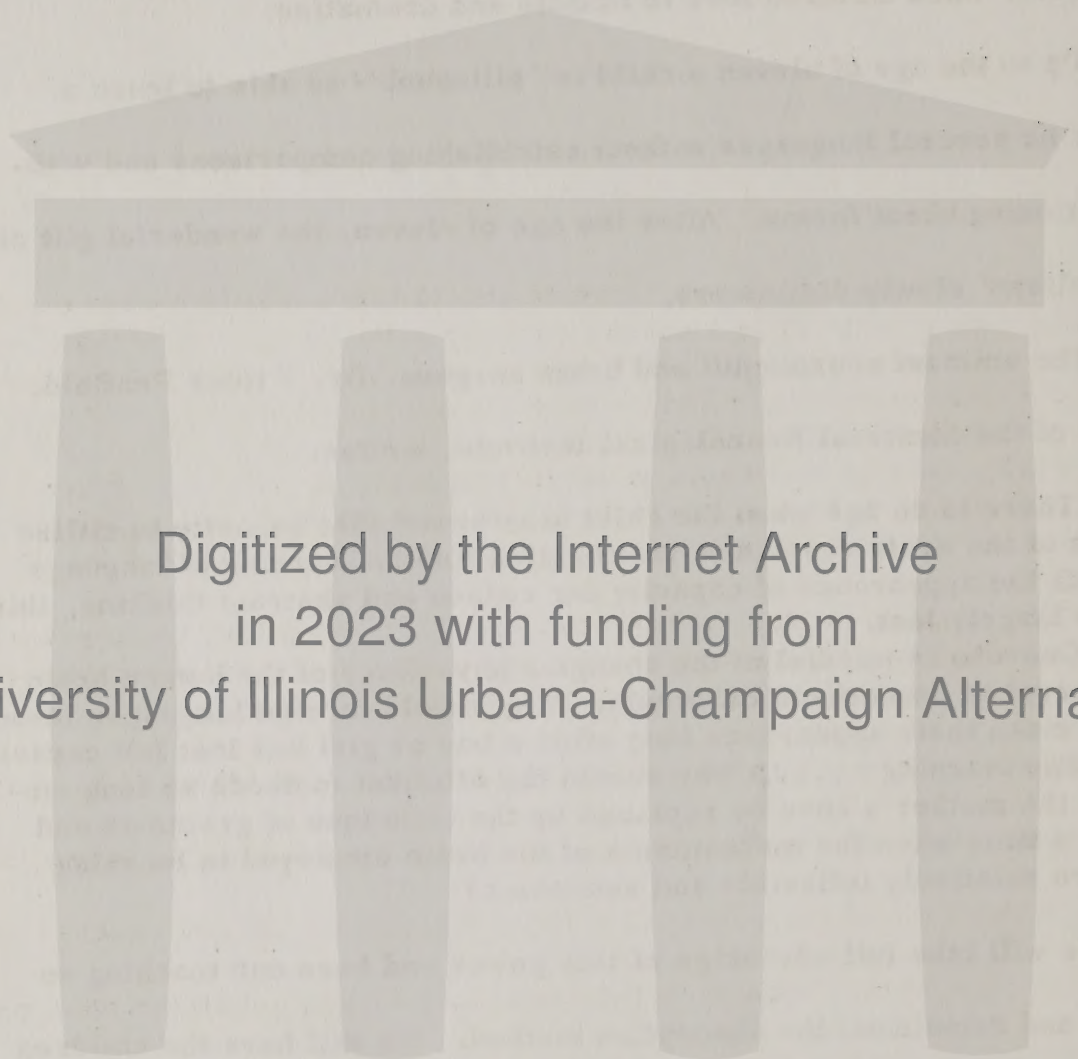
The eminent neurologist and brain surgeon, Dr. Wilder Penfield, Director of the Montreal Neurological Institute, writes:

"There is an age when the child has remarkable capacity to utilize the areas of the brain devoted to vocalization for the learning of language. Later with the appearance of capacity for reason and abstract thinking, this ability is largely lost.

"One who is mindful of the changing physiology of the human brain might marvel at educational curricula. Why should foreign languages (dead or alive) make their appearance long after a boy or girl has lost full capacity for language learning? Why should the efficient methods so long employed at the mother's knee be replaced by the technique of grammar and syntax at a time when the mechanisms of the brain employed in learning speech are relatively inflexible and senescent?"

We will take full advantage of this power and base our teaching on imitation and repetition; the absorption method. We will have the children listen and imitate, repeat to the point of memorization, and then use and adapt what they have learned to different situations. Mr. Cohen tells us, "until the children have heard it a hundred times, it is as if we had never said it".

At the elementary age it would be a very serious mistake to impose the study of grammar.



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"The events of the past several years have shown us the impossibility of political isolationism. The wholesale destruction of war which led to the Marshall Plan marked the end of economic isolationism. It is natural that our traditional linguistic isolation should be questioned, too."

-Theodore Anderson, Yale University

On May 2, 1952, in St. Louis, U. S. Commissioner of Education, Earl J. McGrath, called upon American educators to consider the critical world situation and to introduce the teaching of foreign languages into the early grades of the elementary school. Quote:

"This small world is one in which our children will live even more intimately than we with their contemporaries in other lands. Whether we discharge our world responsibilities well or poorly will be determined by our ability to understand other peoples and their ability to understand us Only through the ability to use another language even modestly can one really become conscious of the full meaning of being a member of another nationality or cultural group. It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights.

"The citizens of other nations excel ours in using foreign languages, and the principal reason for this superiority is that they have the opportunity to study languages early in their lives in the school system."

Experiments have sprung up throughout the United States at an accelerating rate. This does not mean, however, that the program of language teaching in the elementary school is certain to succeed. It will succeed only if it is well done; if we continue to put forth the effort to guarantee success.

The United States Department of Education, Washington, D. C. reports that in most cases the foreign language instruction is given by regular elementary school teachers who have approached it much as we have. Our way of attacking this together is recommended as one of the best ways. With an additional In-Service Course with each teacher working specifically with the materials for his grade, plus this revised Curriculum Guide ----- we will succeed.

Let us not be dismayed or discouraged. The children seem to delight in the knowledge that we are only 'one jump' ahead of them. To quote Dr. Theodore Anderson of Yale University: The Teaching of Foreign Language in the Elementary School -

"There is danger that, in wishing to set standards high enough, we set them so high as to discourage legitimate enterprise. It is one thing to establish a long-range objective, and it is another to deal with the present situation in realistic fashion. Notable results have already been achieved by elementary teachers in Cleveland through In-Service Workshops".

It is a fine experience for us to work together, attempting to deal with the present situation in a realistic fashion, while we achieve our long-range objectives.

It has been a long time since many of us found ourselves in the position in which the children in our classrooms find themselves each day. Certainly this has refreshed for us the complexity of the "educative process". We are better teachers for having experienced first hand the vague and un-certain feelings that possess humans in meeting 'new' learnings- whether they be reading . . . ciphering . . . or learning to speak French.

When an enterprise grows under effort, additional satisfaction is produced. As Thorndike once pointed out, "To a child merely hearing the toot of a horn is a feeble joy compared to blowing it!"

Kathryn E. Moore

Director of Elementary Education

WHY DID WE CHOOSE FRENCH?

1. Many international conferences are conducted in two languages (French and English). The most important second language for international diplomatic communication is French.
2. Our northern neighbor, Canada, speaks French as well as English officially.
3. Within our own borders (New England and Louisiana) there are many communities in which French is the native speech of a majority of the population.
4. French is the language of some 75 million people scattered over the world.
5. French has provided about one-third of the stock of our English language and is one of the most important sources of our own linguistic culture.
6. We were able to obtain the services of Mr. Leon J. Cohen of Goshen, N. Y. to conduct our In-Service Training Courses in French. We are indebted to Mr. Cohen for the materials included in our Curriculum Guide.

REMINDERS FOR THE TEACHER

1. We must not treat a living modern language as though it were dead. Modern languages are living only in the proportion as they are spoken and they must be taught by the direct aural-oral method.

The natural way to learn a language is to learn its sounds before learning its written symbols. Learning the sound patterns of a language (conversational French) is the process that comes naturally to young children. The mastery of the written symbol comes after the mastery of the speaking and reading. Learning to read and write a foreign language should follow at some distance learning to speak it.

It takes us four or five years to learn to speak our own language, then - two or three more years to learn to read and write it. Is another language any different?

The first and extensive contacts should be exclusively aural and oral. Never let the children see the written French word. Two or three years in the beginning should be devoted to training the ear and vocal organs. If children ask to see- write the word or words phonetically.

2. By Fifth or Sixth grade the children may be eager to read or write
 - a. Continue emphasis on the aural-oral.
 - b. Be sure that the main points of grammar and usage have become automatic through constant practice. Never teach a conjugation or a rule.
 - c. By the end of sixth grade the sound patterns will have been thoroughly mastered.
 - d. After all this has been accomplished- satisfy the desire by letting the children see the written French; but sparingly with most children.

3. Is Conversational French for ALL Elementary children?

- a. We follow the principle of equal educational opportunity for all. All children will be included.

From this broad base, we will arrive, as in all other areas of teaching, to a recognition of individual differences and aptitudes in French. As certain children show greater power, their program will be enriched, and by Sixth Grade some will be ready to read and write.

All children will gain an ever broadening international realization and outlook.

Some children will go after a real mastery of a second language.

4. Continuity is the important thing. There is no field of Education which requires more practice and greater repetition. It takes slow, patient, cumulative experiences.

5. Integrating French into Our Curriculum:

We will avoid the attitude "Another subject! When shall I find time?"

The concept represented by the term "Language Arts" is broader than the older term "English" and "Language".

FOR THE TEACHER

If the children are to appreciate our own language fully, we will make them aware that English is composed, to the extent of about one half, of words which come from Latin - either directly or through French. In placing vocabulary and activities we have tried to integrate the French with the existing school program.

Our existing curriculum is full of fields for natural and fruitful integration of the French presented to us by Mr. Cohen.

- a. Endless possibilities in arithmetic (Number games, addition, subtraction, multiplication, division, telling time and many others)
- b. Integration is most natural in the field of music.
- c. Everyday manners and courtesies are re-inforced in French.
- d. Dental Health rules, Foods and table manners can become a part of the Health Program.
- e. For relaxation - games in French.
- f. Geographical terms in French - Social Studies. (Grade 6)

Our conversations in French will enrich and add interest and color to our existing school program.

It is possible to make the teaching of French an essential part of what are now called the common learnings. Unlike the work in fundamentals, the teaching of French is for purposes of enriching and glorifying the existing curriculum.

6. Elementary teachers are best able to do the work with Elementary Children.

The persons who are intimately acquainted with the philosophy which guides elementary school practice are in the best position to do an effective piece of work in relating the language experience to the rest of the program.

The elementary school has made great strides in the areas of techniques and practices that lay emphasis on child growth and development, maturity, readiness, an appreciation of and for individual differences and an acceptance of all children.

It follows that our plan of conditioning our entire elementary faculty is probably the most desirable and satisfactory way.

We are well aware of the possible hazard facing us. We know that since young children learn so readily by imitation and are capable of imitating so perfectly - it is very important that we, ourselves, furnish as good a model as possible for them to imitate. We know that our "sounds" must be accurate.

We will refer to our recordings to assist us. However, we will not use them with the children until the vocabulary is well established.

The idea that we, as teachers, are learning with the children is not at all incompatible with our ideas as to a new venture in elementary education, and we will not be humiliated or embarrassed by the position in which we find ourselves.

We are conscious of our short-comings and will work together toward their gradual elimination.

7. We will attempt to teach in sentences and expect replies to be given in complete sentences in so far as possible.

PERSONAL NAMES

The children are very anxious to know the French equivalents of their names. We can add color to our teaching by giving the children these names. Sometimes the children may like adopting a French name for games, plays, songs, et al.

By Third Grade, and maybe, with some groups before it will be possible to carry on a conversation such as this:

Je m'appelle Madame----- My name is Mrs. -----

Je m'appelle Mademoiselle ----- My name is Miss -----

Je m'appelle Monsieur ----- My name is Mr. -----

T. Comment vous appelez-vous? What is your name?

Ch. Je m'appelle Marie (Jean). My name is Mary (John)

Many personal names are spelled the same way in both French and English, except that the French sometimes adds an accent for the purpose of pronunciation. Some of the French names which are not like English are as follows:

Aimée (Amy), Amélie (Amelia), Angélique (Angelica), Anna (Hannah), Anne (Ann, Anna), Babet (Betsy, Bess), Barbe (Barbara), Berthe (Bertha), Cécile (Cecelia), Cornélie (Cornelia), Délie (Delia), Diane (Diana), Dorothée (Dorothy), Eléanore (Eleanor), Elise (Elsie), Emilie (Emily), Eve (Eva), Françoise (Frances), Hélène (Helen), Henriette (Henrietta), Julie (Julia), Juliette (Juliet), Jeanne (Jean, Jane, Joan), Jeannette (Janet), Laure (Laura), Madelon (Maude), Lucie (Lucy), Manon (Molly), Marianne (Marion, Marian), Marie (Mary), Marthe (Martha), Mathilde (Matilda), Nannette (Nancy), Olivie (Olivia), Phébé (Phoebe), Priscille (Priscilla), Perle (Pearl), Suzanne (Susan), Susette (Susie), Sylvie (Sylvia), Thérèse (T(h)eresa), Veronique (Veronica), Victoire (Victoria), Virginie (Virginia), Vivien (Vivian).

Alexandre (Alexander), Arnaud (Arnold), André (Andrew), Antoine (Anthony), Bartholomé (Bartholomew), Dominique (Dominic), Edmond (Edmund, Edouard (Edward), Etienne (Stephen), François (Francis, Frank), Frédéric (Frederick), Georges (George), Géralde (Gerald), Grégoire (Gregory), Guillaume (William), Henri (Henry), Hugues (Hugh), Jacques (James), Jean (John), Laurent (Lawrence), Léon (Leo, Lee), Marc (Mark), Michel (Michael), Patrice (Patrick), Philippe (Phillip), Pierre (Peter), Raoul (Ralph), René (Ronald), Silvestre (Sylvester), Thimotheé (Timothy).

Some English names have no equivalents in French.

Some French names have no equivalents in English. For example the following girls' names: Colette, Chantal, Simone, Yvonne, Eliane, or the following boys' names: Benoit, Clement, Thibaud.

Children ^{with} ~~will~~ names that have no equivalent in French should be encouraged to pick a typical French one of their choice.

DIRECTIONS AND EXPRESSIONS THAT ARE USEFUL IN THE CLASSROOM

| | |
|--|--------------------------------|
| Répétez, s'il vous plaît | Repeat, please. |
| Classe, ensemble. | Class, together. |
| Correction? | Is there a correction? |
| Encore (une fois). | Again (once more). |
| Écoutez, bien. | Listen, well |
| Très bien. | Very good. |
| La prononciation est bonne. | The pronunciation is good. |
| La prononciation n'est pas bonne. | The pronunciation is not good. |
| Levez-vous. | Stand up. |
| Allez au tableau noir. | Go to the blackboard. |
| Écrivez - - - - - | Write - - - - - |
| Répondez en français, s'il vous plaît. | Please answer in French. |
| Prenez Le Baton. | Take the pointer. |
| Montrez ---, s'il vous plaît. | Show us -----, please. |
| Posez la question à ----- | Ask the question of ----- |
| Entrez | Come in |
| Venez ici. | Come here |
| Regardez ----- | Look at ----- |
| Montrez-moi | Show me |
| Dites-moi | Tell me |
| Donnez-moi | Give me |
| C'est bien | It's all right |
| Chantons | Let's sing |
| Chantez | Sing |
| Comptons | Let's count |
| Comptez | Count |
| Allons | Let's go |
| Posez une question | Ask a question |

Acquaint as many children as possible with these directions and expressions. Teachers beginning with the second grade throughout the sixth will use as many as possible.

The English translations are for the teacher; not for use with the children.

Children are able to make very intelligent guesses, providing we dramatize and 'play the game' with them.

GRADE TWO

Children learn a new vocabulary best when they can make a direct association between the word and the thing of which it is a symbol. In our teaching of French, we will pantomime, dramatize, and use many illustrative materials.

Use pictures or objects to represent all words to be learned.

Encourage creative dramatizations and dialogue whenever possible.

Take a little at a time, and drill, drill, drill. There is no other thing we teach that will require as much repetition.

VOCABULARY:

Bonjour, classe. Good morning, class.

Bonjour, mes enfants. Good morning, children.

Comment allez-vous? How are you?

Très bien, merci. Et vous? Very well, thank you. And you?

Pas très bien. Not very good.

C'est dommage. That's too bad.

Au revoir, mademoiselle. Good-bye, Miss.

Au revoir, madame. Good-bye Mrs.

Au revoir, monsieur. Good-bye Mr.

Merci. Thank you.

Il n'y a pas de quoi. You're welcome.

or

De rien

The teacher will use in conversation. Wait until you are asked what you are saying. Let the children guess.

Dialogues like the following, "T"-"teacher", "C"-child or children", can be used to make the expressions have meaning:

T. Bonjour, Jean! Good morning, John!

Ch. Bonjour, mademoiselle. Good morning, Miss.

T. Comment allez-vous, Jean? How are you, John?

Ch. Très bien, merci; et vous? Very well thank you; and how are you?

T. Très bien, merci, Jean. Very well, thank you, John.

GRADE TWO

Any time a child hands you anything, say: Merci! until the word by itself is learned. In the same way say: Il n'y a pas de quoi, whenever a child says "Thank You" in English, until that too is learned.

Teachers note:

It will not, of course, be possible to teach all the vocabulary in one section in one lesson. Cover the vocabulary - and go back to teach it again next time.

| | |
|-----------|--------------|
| 0. zéro | 11. onze |
| 1. un | 12. douze |
| 2. deux | 13. treize |
| 3. trois | 14. quatorze |
| 4. quatre | 15. quinze |
| 5. cinq | 16. seize |
| 6. six | 17. dix-sept |
| 7. sept | 18. dix-huit |
| 8. huit | 19. dix-neuf |
| 9. neuf | 20. vingt |
| 10. dix | |

Note to teacher: It is best that we do not teach these numbers in order. We will utilize games and other means. We will dictate numbers to the children in French, and see if they are able to write them numerically.

A little later, we will add and subtract in French.

arithmétique - arithmetic

une leçon d'arithmétique: an arithmetic lesson

Deux et six font dix. Four and six are ten.

Combien font sept moins trois? How much is seven (minus or less) three?

Sept moins trois font quatre. Seven less three (is or make) four.

Keep the number work within the scope of the work of the grade. We will add sums to 20, and subtract without borrowing.

The children love to go to the blackboard (Allez au tableau noir) and write numbers and problems dictated in French.

We can promote the cause of 'concrete experiences' in numbers if, when adding and subtracting, we name objects. This will also enable us to add to the child's vocabulary in French:

For example:

T. Combien font deux enfants et trois enfants ?

Ch. Deux enfants et trois enfants font cinq enfants.

T. Combien font cinq filles et trois filles ?

Ch. Cinq filles et trois filles font huit filles.

T. Combien font sept garçons moins trois garçons ?

Ch. Sept garçons moins trois garçons font quatre enfants.

T. Combien font six amis et trois amis ?

Ch. Six amis et trois amis font neuf amis.

T. Combien font sept livres moins deux livres ?

Ch. Sept livres moins deux livres font cinq livres.

If, in each instance - first with children, then girls, boys, friends, and books, the children have the concrete experience of seeing the children or books, or other objects, there will be no problem as to teaching the new vocabulary.

Teacher's Note: The teacher will need to introduce the new words (fille, garçon livre) and others in a direct method way before using them in these sentences.

Teacher's note: Remember to teach now and then a French Song. The children love Frere Jacques and Alouette.

Let's emphasize:

Merci, madame
 , mademoiselle
 , monsieur

Thank you, Mrs.
 , Miss
 , Mr.

Il n'y a pas de quoi
 or
 De rien

You're welcome

S'il vous plaît.

Please.

Pardon!

Pardon me!

Pardonnez-moi!

Pardon me!

Certainement.

Certainly.

Manners can show in French, too!

The "polite way" of speaking in French, as in English, is to address the person spoken to, by name or title:

Bonjour, mademoiselle (monsieur, madame, Jean, Marie).

Très bien, merci, mademoiselle, et vous?

GAME -----"IT IS I"

Qui est là? Who is there?

C'est moi. It is I.

C'est (le noun).

Encourage the children to respond with their French names in so far as possible.

UNE FAMILLE

LA FAMILLE

MA FAMILLE

A Family

The Family

My Family

Use the bulletin board and many pictures to teach members of the family.

Vocabulary for the teacher to use:

| | |
|----------------------|--------------------|
| Une famille (la, ma) | a family (the, my) |
| Une mère (la, ma) | a mother (the, my) |
| Un père (le, mon) | a father (the, my) |

Ma Famille

J'ai un père. Mon père est un homme. I have a father. My father is a man.

J'ai une mère. Ma mère est une femme. I have a mother. My mother is a woman.

Note to the teacher:

From the beginning we will emphasize the point that speaking French makes it necessary to use the lips much more than speaking English.

We will also pay careful attention to "clipping sounds".

For example:

mer ci (2 short sounds;
short ending).

Une needs a little help to pronounce. Tell the children to round their lips as if to whistle or kiss the blackboard and pronounce "ee".

0. zéro
1. un
2. deux
3. trois
4. quatre
5. cinq
6. six
7. sept
8. huit
9. neuf
10. dix
11. onze
12. douze
13. treize
14. quatorze
15. quinze
16. seize
17. dix-sept
18. dix-huit
19. dix-neuf
20. vingt
21. vingt et un
22. vingt-deux
23. vingt-trois
24. vingt-quatre
25. vingt-cinq
26. vingt-six
27. vingt-sept
28. vingt-huit
29. vingt-neuf
30. trente

Note to teacher: It is best that we do not teach these numbers in order. We will utilize games and other means. We will dictate numbers to the children in French, and see if they are able to write them numerically.

A little later, we will add and subtract in French.

arithmétique - arithmetic

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Deux et trois font cinq. Two and three are five.

Combien font quatre et six? How much are four and six?

Quatre et six font dix? Four and six are ten.

Combien font sept moins trois? How much is seven (minus or less) three?

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Use pictures or objects to represent all words to be learned.

Encourage creative dramatizations and dialogue whenever possible.

Take a little at a time, and drill, drill, drill. There is no other thing we teach that will require as much repetition.

The English translation is for teacher guide; not for use with the children.

VOCABULARY:

Bonjour, classe. Good morning, class.

Bonjour, mes enfants. Good morning, children.

Comment allez-vous? How are you?

Tres bien, merci, mademoiselle. Et vous? Very well, thank
you. And you?

Pas tres bien. Not very good.

C'est dommage. That's too bad.

Au revoir, mademoiselle. Goodbye, Miss.

Au revoir, madame. Goodbye, Mrs.

Au revoir, monsieur. Goodbye, Mr.

Merci. Thank you.

Il n'y a pas de quoi. You're welcome.

or

De rien

Dialogues like the following, "T"-"teacher", "C"-"child or children", can be used to make the expressions have meaning:

T. Bonjour, Jean! Good morning, John!

Ch. Bonjour, mademoiselle. Good morning, Miss.

T. Comment allez-vous, Jean? How are you, John?

Ch. Tres bien, merci; et vous? Very well thank you; and how are you?

T. Tres bien, merci, Jean. Very well, thank you, John.

Any time a child hands you anything, say: Merci! until the word by itself is learned. In the same way say: Il n'y a pas de quoi whenever a child says "Thank You" in English, until that too is learned.

TEACHING TIME IN FRENCH

In teaching time use a real clock, a large cardboard clock, a flannel board, or draw a clock on the blackboard. Only one thing should be taught at a time:

- a. Just the hours until we are sure
- b. Then half hours
- c. Then quarter past the hour
- d. Finally quarter of the hour (different; adds le before the word quart.)

Quelle heure est-il? What time is it?

Il est une heure. It is one o'clock.

Il est deux heures. It is two o'clock.

In third grade we will teach just the hour. In the case of exceptional success, the teacher may continue, but only if she considers it wise to do so.

Les jours de la semaine sont: The days of the week are:

| | |
|----------|-----------|
| lundi | Monday |
| mardi | Tuesday |
| mercredi | Wednesday |
| jeudi | Thursday |
| vendredi | Friday |
| samedi | Saturday |
| dimanche | Sunday |

T. Quel jour de la semaine sommes-nous? What day of the week is today?

Ch. C'est aujourd'hui lundi. It is Monday.

T. Quel jour sommes-nous? What day is today?

Ch. C'est aujourd'hui mardi. It is Tuesday.

UNE FAMILLE

LA FAMILLE

MA FAMILLE

A Family

The Family

My Family

Use the bulletin board and many pictures to teach members of the family.

Vocabulary for the teacher to use:

Une famille (la, ma) a family (the, my)

Une mère (la, ma) a mother (the, my)

Un père (le, mon) a father (the, my)

Une petite fille (le, ma) a little girl (the, my)

Un garçon (le, mon) a little boy (the, my)

Une soeur (la, ma) a sister (the, my)

Un frère (le, mon) a brother (the, my)

maman - mamma

papa - daddy or papa

Un (une) enfant - a child

Une grand`mère (la, ma) a grandmother (the, my)

Un grand-père (le, mon) a grandfather (the, my)

Une tante - an aunt

Un oncle - an uncle

Un cousin, une cousine - a cousin (male); a cousin (female)

Un ami - a friend (masculine)

Une amie - a friend (feminine)

Children like to talk about their families. It will be fun to name the members in French.

Ma Famille

J'ai un père. Mon pere est un home. I have a father. My father is a man.

J'ai une mère. Ma mere est une femme. I have a mother. My mother is a woman.

J'ai un frère. J'ai une soeur. I have a brother. I have a sister.

J'ai une grand`mère. I have a grandmother.

Je n'ai pas de grand-père. I do not have a grandfather.

Je n'ai pas d'oncles. I do not have uncles.

J'ai une tante. (deux tantes) I have an aunt. (two aunts)

J'ai trois cousins et deux cousines. I have three cousins (male) and two
cousins (female).

Let's emphasize:

Merci, madame
, mademoiselle
, monsieur

Thank you, Mrs.
, Miss
, Mr.

Il n'y a pas de quoi
or
De rien

You're welcome

| | |
|------------------|------------|
| S'il vous plaît. | Please. |
| Pardon! | Pardon me! |
| Pardonnez-moi! | Pardon me! |
| Certainement. | Certainly. |

Manners can show in French, too!

Teacher's Note: The children love French Songs.

This is how "Hickory, Dickory, Dock" sounds in French:

Iggoré, diggoré, doge,
 Le rat monte à l'horloge.
 Une heure frappe,
 Le rat s'échappe,
 Iggoré, diggoré, doge.

Giving names

Je m'appelle Madame -----, My name is Mrs. -----.

Je m'appelle Mademoiselle -----, My name is Miss -----.

Je m'appelle Monsieur -----, My name is Mr. -----.

Comment vous appelez-vous? What is your name?

Je m'appelle Marie. My name is Mary.

Je m'appelle Jean. My name is John.

It is best that the children be allowed to volunteer their names until all are familiar with the phrases.

The teacher asks each child his or her name, and the child answers:

Je m'appelle -----, After the teacher asks the first child: Comment vous appelez-vous? And the child answers: Je m'appelle -----, the child then turns to the next child and asks the same question, and so on around the class.

GRADE FOUR

Children learn a new vocabulary best when they can make a direct association between the word and the thing of which it is a symbol. In our teaching of French, we will pantomime, dramatize, and use many illustrative materials.

Use pictures or objects to represent all words to be learned.

Encourage creative dramatizations and dialogue whenever possible.

Take a little at a time, and drill, drill, drill. There is no other thing we teach that will require as much repetition.

VOCABULARY:

Bonjour, classe. Good morning, class.

Comment allez-vous? How are you?

Très bien, merci. Et vous? Very well, thank you. And you?

Pas très bien. Not very good.

C'est dommage. That's too bad.

Au revoir, mademoiselle. Goodbye, Miss.

Au revoir, madame. Goodbye, Mrs.

Au revoir, monsieur. Goodbye, Mr.

Merci. Thank you.

Il n'y a pas de quoi. You're welcome.

or

De rien

Dialogues like the following, "T"-"teacher", "C"-"child or children", can be used to make the expressions have meaning:

T. Bonjour, Jean! Good morning, John!

Ch. Bonjour, mademoiselle. Good morning, Miss!

T. Comment allez-vous, Jean? How are you, John?

Ch. Très bien, merci; et vous? Very well, thank you; and how are you?

T. Très bien, merci, Jean. Very well, thank you, John.

Any time a child hands you anything, say: Merci! until the word by itself is learned. In the same way say: Il n'y a pas de quoi, whenever a child says: "Thank You" in English, until that too is learned.

FRENCH NUMBERS

| | |
|------------------|---------------------|
| 0. zéro | 34. trente-quatre |
| 1. un | 35. trente-cinq |
| 2. deux | 36. trente-six |
| 3. trois | 37. trente-sept |
| 4. quatre | 38. trente-huit |
| 5. cinq | 39. trente-neuf |
| 6. six | 40. quarante |
| 7. sept | 41. quarante et un |
| 8. huit | 42. quarante-deux |
| 9. neuf | 43. quarante-trois |
| 10. dix | 44. quarante-quatre |
| 11. onze | 45. quarante-cinq |
| 12. douze | 46. quarante-six |
| 13. treize | 47. quarante-sept |
| 14. quatorze | 48. quarante-huit |
| 15. quinze | 49. quarante-neuf |
| 16. seize | 50. cinquante |
| 17. dix-sept | |
| 18. dix-huit | |
| 19. dix-neuf | |
| 20. vingt | |
| 21. vingt et un | |
| 22. vingt-deux | |
| 23. vingt-trois | |
| 24. vingt-quatre | |
| 25. vingt-cinq | |
| 26. vingt-six | |
| 27. vingt-sept | |
| 28. vingt-huit | |
| 29. vingt-neuf | |
| 30. trente | |
| 31. trente et un | |
| 32. trente-deux | |
| 33. trente-trois | |

Note to teacher: It is best that we do not teach these numbers in order. We will utilize games and other means. We will dictate numbers to the children in French, and see if they are able to write them numerically.

A little later, we will add and subtract in French.

arithmétique - arithmetic

une leçon d'arithmétique: an arithmetic lesson

Deux et trois font cinq. Two and three are five.

Combien font quatre et six? How much are four and six?

Quatre et six font dix? Four and six are ten.

Combien font sept moins trois? How much is seven (minus or less) three?

Sept moins trois font quatre. Seven less three (is or make) four.

TEACHING TIME IN FRENCH

In teaching time use a real clock, a large cardboard clock, a flannel board, or draw a clock on the blackboard. Only one thing should be taught at a time:

- a. Just the hours until we are sure
- b. Then half hours
- c. Then quarter past the hour
- d. Finally quarter of the hour (different; adds le before the word quart).

Quelle heure est-il? What time is it?

Il est une heure. It is one o'clock.

Il est deux heures. It is two o'clock.

Il est deux heures et demie. It is half past two.

Il est trois heures et quart. It is quarter after three.

Il est quatre heures moins le quart. It is quarter of four.

Il est cinq heures moins dix. It is ten minutes of five.

Il est six heures vingt. It is six twenty. (twenty after six).

Il est midi. Il est minuit. It is noon. It is midnight.

Du matin - - in the morning; A. M.

Du soir - - in the evening; P. M.

de l'après-midi - - in the afternoon; P. M.

Use a calendar in teaching the days of the week and the months of the year.

Les jours de la semaine sont: The days of the week are:

| | |
|----------|-----------|
| lundi | Monday |
| mardi | Tuesday |
| mercredi | Wednesday |
| jeudi | Thursday |
| vendredi | Friday |
| samedi | Saturday |
| dimanche | Sunday |

Les mois de l'année sont: The months of the year are:

| | |
|-----------|-----------------------|
| janvier | January |
| février | February |
| mars | March |
| avril | April |
| mai | May |
| juin | June |
| juillet | July |
| août | August |
| septembre | September (continued) |

octobre
novembre
decembre

October
November
December

T. Quel jour de la semaine sommes-nous? What day of the week is today?

Ch. C'est aujourd'hui lundi. It is Monday.

T. Quel jour sommes-nous? What day is today?

Ch. C'est aujourd'hui mardi. It is Tuesday.

T. Quelle date sommes-nous? What date is it?

Ch. C'est aujourd'hui le premier octobre; le deux octobre; le quatorze juillet.
It is the first of October; the second of October; the fourteenth of July.

T. Quels sont les jours de la semaine? What are the days of the week?

Ch. The children then name the days of the week.

T. Quels sont les mois de l'année? What are the months of the year?

Ch. The children then name the months of the year.

Teacher's Note: Don't forget the French Songs!

Here is a song similar to our "Bear Goes Over the Mountain"

A kilomètre is 5/8 of a mi. They don't use miles in France.

Un kilomètre à pied

Ça use, ça use

Un Kilomètre à pied

Ça use les souliers.

Then: Deux kilomètres; Trois kilomètres, etc.

The first couplet is sung marking time with the feet.

The second and third-marching and swinging hands vigorously.

The third and fourth-marching without swinging hands.

The fifth and sixth-marching but dragging the feet.

The seventh and eighth-marching with bent knees, dragging
feet, and one hand on the back.

DIRECTIONS AND EXPRESSIONS THAT ARE USEFUL IN THE CLASSROOM

| | |
|--|--------------------------------|
| Répétez, s'il vous plaît. | Repeat, please. |
| Classe, ensemble. | Class, together. |
| Correction? | Is there a correction? |
| Encore (une fois). | Again (once more). |
| Écoutez, bien. | Listen, well. |
| Tres bien. | Very good. |
| La prononciation est bonne. | The pronunciation is good. |
| La prononciation n'est pas bonne. | The pronunciation is not good. |
| Levez-vous. | Stand up. |
| Allez au tableau noir. | Go to the blackboard. |
| Écrivez ----- | Write ----- |
| Répondez en français, s'il vous plaît. | Please answer in French. |
| Prenez le baton. | Take the pointer. |
| Montrez-nous ----, s'il vous plaît. | Show us ----, please. |
| Posez la question à ----- | Ask the question of ----- |
| Entrez | Come in |
| Venez ici. | Come here |
| Regardez ----- | Look at ----- |
| Montrez-moi | Show me |
| Dites-moi | Tell me |
| Donnez-moi | Give me |
| C'est bien | It's all right |
| Chantons | Let's sing |
| Chantez | Sing |
| Comptons | Let's count |
| Comptez | Count |
| Allons | Let's go |
| Posez une question | Ask a question |

Let's emphasize:

| | |
|----------------------|-----------------|
| Merci, madame | Thank you, Mrs. |
| , mademoiselle | , Miss |
| , monsieur | , Mr. |
| Il n'y a pas de quoi | You're welcome |
| or | |
| De rien | |
| S'il vous plaît. | Please. |
| Pardon! | Pardon me! |
| Pardonnex-moi! | Pardon me! |
| Certainement. | Certainly. |

Manners can show in French, too!

UNE FAMILLE

LA FAMILLE

MA FAMILLE

A Family

The Family

My Family

(Refresh - Grade 3) -

Use the bulletin board and many pictures to teach members of the family.

Vocabulary for the teacher to use:

Une famille (la, ma) a family (the, my)
Une mère (la, ma) a mother (the, my)
Un père (le, mon) a father (the, my)
Une petite fille (le, ma) a little girl (the, my)
Un garçon (le, mon) a little boy (the, my)
Une soeur (la, ma) a sister (the, my)
Un frère (le, mon) a brother (the, my)
maman - mamma
papa - daddy or papa
Un (une) enfant - a child
Une grand`mère (la, ma) a grandmother (the, my)
Un grand-père (le, mon) a grandfather (the, my)
Une tante - an aunt
Un oncle - an uncle
Un cousin, une cousine - a cousin (male); a cousin (female)
Un ami - a friend (masculine)
Une amie - a friend (feminine)

Children like to talk about their families. It will be fun to name the members in French.

Ma Famille

J'ai un père. Mon père est un homme. I have a father. My father is a man.
J'ai une mère. Ma mère est une femme. I have a mother. My mother is a woman.
J'ai un frère. J'ai une soeur. I have a brother. I have a sister.
J'ai une grand`mère. I have a grandmother.
Je n'ai pas de grand-père. I do not have a grandfather.
Je n'ai pas d'oncles. I do not have uncles.
J'ai une tante. (deux tantes) I have an aunt. (two aunts)
J'ai trois cousins et deux cousines. I have three cousins (male) and two
cousins (female).

Avez-vous un frère? Have you a brother?

Oui, mademoiselle. Yes, Miss.

J'ai un frère. (deux, trois) freres. I have a brother. (two, three) brothers.

Avez-vous un frère, Marie? Have you a brother, Mary?

Non, mademoiselle. Je n'ai pas de frère. No, Miss. I have no brother.

Avez-vous une soeur? Have you a sister?

J'ai une soeur. J'ai deux (trois)soeurs. I have a sister. I have two or three.

Je n'ai pas de soeur. I have no sister.

This vocabulary can be utilized to talk about ages and birthdays.

Teacher's note: The question of masculine and feminine may arise here.
Wait for it; then answer questions.

L'AGE - Age

T. Quel age avez-vous, Jean? How old are you, John?

Ch. J'ai quatorze ans. I am fourteen years old.

T. Quel age avez-vous, Jeannette? How old are you, Janet?

Ch. J'ai seize ans. I am sixteen years old.

or

Ch. Je n'ai pas dix ans. I am not ten years old.

T. Quel age a votre frere? How old is your brother?

Ch. Mon frere a neuf ans. My brother is nine years old.

or

Ch. Il a vingt ans. He is twenty years old.

T. Quel age a votre soeur? How old is your sister?

Ch. Elle a vingt ans. She is twenty years old.

Again, repetition and use is the answer.

1. Ask each child his age, his brother's age, his sister's age.
2. Have the children ask each other directly.
3. Then ask each child about a classmate's age.

(Responses will give practice with il and elle)

GRADE FIVE

See Curriculum Guide for Grade Four. It contains complete vocabulary and work to date.

Begin the Fifth Grade with a complete refresher of everything to date. Take nothing for granted.

When the children are completely at ease and able to sometimes 'play teacher' and ask as well as answer questions, go ahead with the new work.

The children will be able to do much more extensive number work in French:

T. Comptez par deux

T. Comptez par cinq

T. Comptez par dix

T. Combien font soixante-dix-neuf moins trente?

Ch. Soixante-dix-neuf moins trente font quarante-neuf.

T. Combien font quarante divisé par dix?

Ch. Quarante divisé par dix font quatre.

T. Combien font huit multiplié par deux?

Ch. Huit multiplié par deux font seize.

The children are now able to do countless numbers of addition, subtraction, multiplication and division combinations, write numbers dictated in French, count by 2's, 5's, and 10's and play number games.

This sort of activity is far superior to having the children count.

FRENCH NUMBERS

| | | |
|------------------|----------------------|-----------------------|
| 0. zéro | 34. trente-quatre | 68. soixante-huit |
| 1. un | 35. trente-cinq | 69. soixante-neuf |
| 2. deux | 36. trente-six | 70. soixante-dix |
| 3. trois | 37. trente-sept | 71. soixante et onze |
| 4. quatre | 38. trente-huit | 72. soixante-douze |
| 5. cinq | 39. trente-neuf | 73. soixante-treize |
| 6. six | 40. quarante | 74. soixante-quatorze |
| 7. sept | 41. quarante et un | 75. soixante-quinze |
| 8. huit | 42. quarante-deux | 76. soixante-seize |
| 9. neuf | 43. quarante-trois | 77. soixante-dix-sept |
| 10. dix | 44. quarante-quatre | 78. soixante-dix-huit |
| 11. onze | 45. quarante-cinq | 79. soixante-dix-neuf |
| 12. douze | 46. quarante-six | 80. quatre-vingts |
| 13. treize | 47. quarante-sept | |
| 14. quatorze | 48. quarante-huit | |
| 15. quinze | 49. quarante-neuf | |
| 16. seize | 50. cinquante | |
| 17. dix-sept | 51. cinquante et un | |
| 18. dix-huit | 52. cinquante-deux | |
| 19. dix-neuf | 53. cinquante-trois | |
| 20. vingt | 54. cinquante-quatre | |
| 21. vingt et un | 55. cinquante-cinq | |
| 22. vingt-deux | 56. cinquante-six | |
| 23. vingt-trois | 57. cinquante-sept | |
| 24. vingt-quatre | 58. cinquante-huit | |
| 25. vingt-cinq | 59. cinquante-neuf | |
| 26. vingt-six | 60. soixante | |
| 27. vingt-sept | 61. soixante et un | |
| 28. vingt-huit | 62. soixante-deux | |
| 29. vingt-neuf | 63. soixante-trois | |
| 30. trente | 64. soixante-quatre | |
| 31. trente et un | 65. soixante-cinq | |
| 32. trente-deux | 66. soixante-six | |
| 33. trente-trois | 67. soixante-sept | |

SAISONS

Les saisons de l'année sont:
le printemps, l'été
l'automne et l'hiver

The seasons of the year are:
spring, summer,
autumn and winter

| | |
|---|--------------------------------|
| Au printemps, il fait beau. | In spring, the weather's fine. |
| En été, il fait chaud. | In summer, it's hot. |
| En automne, il fait mauvais. | In autumn the weather's bad. |
| En automne, il pleut. | In autumn, it rains. |
| En hiver, il fait froid. | In winter the weather is cold. |
| En hiver, il neige. | In winter, it snows. |

T. Quel temps fait-il? How's the weather?

Ch. Il fait chaud. Il pleut. Il fait beau. It's hot. It rains. It's fine.

T. Neige-t-il en été? Does it snow in summer?

Ch. Non, Mademoiselle, il neige en hiver. No, Miss, it snows in winter.

T. Quel temps fait-il en hiver? How's the weather in winter?

Ch. En hiver il fait froid. In winter the weather is cold.

T. Neige-t-il? Is it snowing?

Ch. Non, madame, il pleut. No, it's raining.

T. Quel temps fait-il au printemps? How's the weather in spring?

Ch. Au printemps il fait beau. In spring the weather's fine.

This would work in nicely with the Weather Unit in Science.

The weather calendars would be more fune - in French.

WHAT ARE YOU WEARING?

Que portez-vous, Marie?

Portez-vous une robe?

Non mademoiselle, je porte un tailleur. No, Miss, I am wearing a suit. (girl's)

Je porte une blouse.

I am wearing a blouse.

Je porte une jupe.

I am wearing a skirt.

Je porte une jaquette.

I am wearing a jacket.

Je porte des bas de nylon.

I am wearing nylon stockings.

Je porte des chaussettes (souliers).

I am wearing socks (shoes).

Je ne porte pas de chapeau.

I am not wearing a hat.

Que portez-vous, Jean?

What are you wearing, John?

Je porte un costume.

I am wearing a suit. (boys suit)

Je porte une chemise.

I am wearing a shirt.

Je porte un pantalon.

I am wearing trousers.

Je porte une ceinture.

I am wearing a belt.

Je porte un veston, une cravate, des chaussettes, des souliers.

I am wearing a coat, a tie, socks, shoes.

TABLE MANNERS ARE IN ORDER:

Passez le sel (salt), s'il vous plaît?

Passez le sucre (sugar), s'il vous plaît?

Passez le lait (milk), s'il vous plaît?

Passez les pailles (straws), s'il vous plaît?

Passez l'eau (water), s'il vous plaît?

Voici-, Here is; Here are

Voilà-, There is; There are

Teacher's note: Remember that the answer begins Voici if you mean Here is

(the object is near you). It begins with Voilà if you mean There are (the object is at some distance).

DO IT!

SAY IT!

HEAR IT!

Teach in sentences.

Don't hurry.

Have concrete objects ready.

Demonstrate

Dramatize

Encourage Dialogue.

Sur - On; Sous - under; Dans - in; Hors de - out of; Devant - in front of
Derriere - behind

Regardez les livres!

Look at the books!

Les livres sont sur la table.

The books are on the table.

La corbeille est sous la table.

The basket is under the table.

La craie est dans la boîte.

The crayon is in the box.

La maîtresse est devant la classe.

The teacher (fem.) is in front of the class.

Le maître est devant la classe.

The teacher (masc.) is in front of the class.

Le tableau noir est derrière la maîtresse. The blackboard is behind the teacher.

Est-ce-que le livre est sous la table? Is the book under the table?

Non, mademoiselle, il est sur la table. No, Miss, it is on the table.

Est-ce que les crayons sont dans la boîte? Are the crayons in the box?

Non, Madame, ils sont hors de la boîte. No, Mrs., they are out of the box.

Est-ce que la maîtresse est derrière la classe? Is the teacher behind the class?

Non, mademoiselle, elle est devant la classe. No, Miss, she is in front of the
class.

Try other words for substitution.

Then ask: Où est la balle? Where is the ball?

The children will ask each other questions: Où est la craie, Guillaume?

Guillaume will answer, "La craie est sur la table, or "Elle est sur la table".

Give much practice with these words.

Teacher's note:

The new vocabulary should be presented in a preliminary lesson.

"Où est la boîte? - "Voici la boîte". (pointing)

"Jean, où est la boîte" etc. etc.

The question of masculine and feminine may come in here to

explain il, elle. Wait for it.

GRADE SIX

Refresh from the beginning of Grade Four.

Let us remember that until the children have heard us say it a hundred times, it is as if it had never been said.

Continue to dramatize, act, demonstrate and illustrate. Time for French is Time For Fun! Keep this one of the happiest experiences of the school day.

The children will be interested in French equivalents of their favorite Holidays. They are old enough to read and report on customs and practices:

Pâques - Easter

La veille de Noël - Christmas eve.

Le jour de l'action de grâce - Thanksgiving.

Joyeux Noël et Bonne Année - Merry Christmas and Happy New Year.

Note to teacher: An excellent opportunity to co-ordinate with art, music, geography and other subjects.

OUR SCHOOL PRAYER: Baissons la tête pour la prière.

Dieu tout puissant: nous reconnaissons notre dépendance sur Vous et nous Vous demandons Votre bénédiction pour nous, pour nos parents, pour nos professeurs, et pour notre patrie.

Translation: God all powerful, we recognize our dependence upon You and we ask Your benediction on us, on our parents, on our teachers and for our country.

Teacher's note: Nos - our (more than one)

Notre - our (one)

FRENCH NUMBERS

| | | |
|------------------|----------------------|---------------------------|
| 0. zero | 34. trente-quatre | 68. soixante-huit |
| 1. un | 35. trente-cinq | 69. soixante-neuf |
| 2. deux | 36. trente-six | 70. soixante-dix |
| 3. trois | 37. trente-sept | 71. soixante et onze |
| 4. quatre | 38. trente-huit | 72. soixante-douze |
| 5. cinq | 39. trente-neuf | 73. soixante-treize |
| 6. six | 40. quarante | 74. soixante-quatorze |
| 7. sept | 41. quarante et un | 75. soixante-quinze |
| 8. huit | 42. quarante-deux | 76. soixante-seize |
| 9. neuf | 43. quarante-trois | 77. soixante-dix-sept |
| 10. dix | 44. quarante-quatre | 78. soixante-dix-huit |
| 11. onze | 45. quarante-cinq | 79. soixante-dix-neuf |
| 12. douze | 46. quarante-six | 80. quatre-vingts |
| 13. treize | 47. quarante-sept | 81. quatre-vingt-un |
| 14. quatorze | 48. quarante-huit | 82. quatre-vingt-deux |
| 15. quinze | 49. quarante-neuf | 83. quatre-vingt-trois |
| 16. seize | 50. cinquante | 84. quatre-vingt-quatre |
| 17. dix-sept | 51. cinquante et un | 85. quatre-vingt-cinq |
| 18. dix-huit | 52. cinquante-deux | 86. quatre-vingt-six |
| 19. dix-neuf | 53. cinquante-trois | 87. quatre-vingt-sept |
| 20. vingt | 54. cinquante-quatre | 88. quatre-vingt-huit |
| 21. vingt et un | 55. cinquante-cinq | 89. quatre-vingt-neuf |
| 22. vingt-deux | 56. cinquante-six | 90. quatre-vingt-dix |
| 23. vingt-trois | 57. cinquante-sept | 91. quatre-vingt-onze |
| 24. vingt-quatre | 58. cinquante-huit | 92. quatre-vingt-douze |
| 25. vingt-cinq | 59. cinquante-neuf | 93. quatre-vingt-treize |
| 26. vingt-six | 60. soixante | 94. quatre-vingt-quatorze |
| 27. vingt-sept | 61. soixante et un | 95. quatre-vingt-quinze |
| 28. vingt-huit | 62. soixante-deux | 96. quatre-vingt-seize |
| 29. vingt-neuf | 63. soixante-trois | 97. quatre-vingt-dix-sept |
| 30. trente | 64. soixante-quatre | 98. quatre-vingt-dix-huit |
| 31. trente et un | 65. soixante-cinq | 99. quatre-vingt-dix-neuf |
| 32. trente-deux | 66. soixante-six | 100. cent |
| 33. trente-trois | 67. soixante-sept | |

Note to teacher: It is best that we do not teach these numbers in order. We will utilize games and other means. We will dictate numbers to the children in French, and see if they are able to write them numerically.

When the children have learned the numbers through thirty, the days of the week and the months of the year, it is possible to carry on a conversation in French concerning these things.

This poem could be understood and learned:

Trente jours ont septembre,
Avril, juin et novembre;
Trente et un ont mars et mai,
Août, octobre, puis juillet,
Et décembre et janvier.
De vingt-huit est février.

Thirty days has September,
April, June and November;
Thirty-one has March and May
August, October, then July;
And December and January.
February has twenty-eight.

T. Quel jour de la semaine sommes-nous? What day of the week is today?

Ch. C'est aujourd'hui lundi. It is Monday.

T. Quel jour sommes-nous? What day is today?

Ch. C'est aujourd'hui mardi. It is Tuesday.

T. Quelle date sommes-nous? What date is it?

Ch. C'est aujourd'hui le premier octobre; le deux octobre; le quatorze juillet.
It is the first of October; the second of October; the fourteenth of July.

T. Quel est votre anniversaire? When is your birthday?

Ch. Mon anniversaire est le huit octobre. My birthday is the eighth of
October.

T. Quel jour du mois sommes-nous? What day of the month is it?

Ch. C'est le seize novembre. It is the sixteenth of November.

T. Quel mois de l'année sommes-nous? What month of the year is it?

Ch. C'est septembre. It is September.

* T. Quel est votre anniversaire? When is your birthday?

Ch. Mon anniversaire est, -----. My birthday is -----.

T. Quel est l'anniversaire de votre père? When is your father's birthday?

Ch. L'anniversaire de mon père est le cinq août. My father's birthday is the
fifth of August.

T. Quel est l'anniversaire de votre mère? When is your mother's birthday?

Ch. L'anniversaire de ma mère est le neuf janvier. My mother's birthday
is the ninth of January.

*Continue with the other members of the family when vocabulary has been presented.

HOW TO TEACH ANY VERB FORM

Never give a listing and say learn the conjugation!

Be dramatic! Let the children guess what we are saying.
Enact; Dramatize; Use pictures.

| | |
|--|---------------------------|
| Je parle français. (With motions) | I speak French. |
| Parlez-vous français? (motions) | Do you speak French? |
| Oui, Monsieur, (Mademoiselle) je parle français. | Yes, sir, I speak French. |

Go around the class over and over again, asking each child, "Do you speak French?" - telling him, "I speak French."

| | |
|-------------------------------------|-------------------|
| Then say: Vous parlez français. | You speak French. |
| (Children make intelligent guesses) | |

| | |
|---|------------------------|
| Nous (Motion - You and I) parlons français. | We speak French. |
| Parlons-nous français? | Do we speak French? |
| Parle-t-elle français? | Does she speak French? |
| Parle-t-il français? | Does he speak French? |
| Parlent-ils français? | Do they speak French? |

It is permissible (yes, necessary) to point in carrying out this dramatization.

tu- you (familiar form; used with family and loved ones)

| | |
|-------------------------|----------------------------|
| Je parle français. | I speak French. |
| Tu parles français. | You speak French. |
| Il parle français. | He speaks French. |
| Nous parlons français. | We speak French. |
| Vous parlez français. | You speak French. |
| Ils parlent français. | They (masc.) speak French. |
| Elles parlent français. | They (fem.) speak French. |

| | |
|------------------------|-----------------------|
| Parlez-vous anglais? | Do you speak English? |
| Parlez-vous espagnol? | Do you speak Spanish? |
| Parlez-vous français? | Do you speak French? |
| Parlez-vous polonais? | Do you speak Polish? |
| Parlez-vous allemand? | Do you speak German? |
| Parlons-vous français? | Do we speak French? |

Following the presentation of the work on 'Sports', teach the verb savez the same as parlez was taught.

Teacher's note: The conjugation for savez is:

je sais la leçon.
tu sais la leçon.
il sait la leçon.
nous savons la leçon.
vous savez la leçon.
ils savent la leçon.

RULES FOR GOOD DENTAL CARE - IN FRENCH

1. Je me brosse les dents après les repas et avant de me coucher.
I brush my teeth after eating and before going to bed.
2. J'ai ma propre brosse à dents. I have my own toothbrush.
3. Je rends visite à mon dentiste tous les six mois.
I pay a visit to my dentist every six months.
4. Je ne mange pas de bonbons tous les jours. I do not eat candy every day.

COLORS

| | | | |
|--------------------|--------|----------------------|--------|
| *bleu (fem.) bleue | blue | noir (fem.) noire | black |
| rouge | red | brun (fem.) brune | brown |
| vert (fem.) verte | green | orange | orange |
| jaune | yellow | blanc (fem.) blanche | white |

De quelle couleur est votre robe?
Ma robe est rouge.

What color is your dress?
My dress is red.

Continue conversation with different members of the class, asking, "De quelle couleur est votre blouse, Marie? We will eventually include all wearing apparel and all colors.

LA PANTOMINE

Qu'est-ce que je fais?

What am I doing?

Vous dansez. You are dancing.
Oui, je danse. Yes, I'm dancing. or Non, je ne danse pas. No, I'm not dancing.
Vous écrivez. You are writing.
Oui, j'écris. Yes, I'm writing.
Vous pensez. You are thinking.
Oui, je pense. Yes, I'm thinking. or Non, je ne pense pas. No, I'm not thinking.
Vous lisez. You are reading.
Oui, je lis. Yes, I'm reading.
Vous regardez par la fenêtre. You are looking out the window.
Oui, je regarde par la fenêtre. Yes, I am looking out the window.
Vous mangez. You are eating.
Oui, je mange. Yes, I'm eating. or Non, je ne mange pas. No, I'm not eating.

* Teacher's Note:

The question of masculine and feminine words comes up in connection with teaching color. It cannot be avoided. Present the work first, then wait for the questions.

Les Sports (Use Pictures)

| | |
|--|------------------------------------|
| Jouez-vous à la balle? | Do you play ball? |
| Oui, mademoiselle. Je joue à la balle. | Yes, Miss, I play ball. |
| Je joue au tennis. (a + le is au)* | I play tennis. |
| Je ne joue pas au golf. | I do not play golf. |
| Je ne joue pas au football. | I do not play football. |
| Je joue aux (a + les is aux)*quilles. | I do bowling. |
| Savez-vous nager? | Do you know how to swim? |
| Oui, mademoiselle, je sais nager. | Yes, Miss, I know how to swim. |
| Je sais danser. | I know how (can) dance. |
| Je ne sais pas pêcher. | I don't know how to fish. |
| Je ne sais pas conduire une auto. | I don't know how to drive an auto. |
| Je sais monter à cheval. | I know how to ride horseback. |
| Je sais patiner. | I can skate. |

Then use this vocabulary again and again in asking each other:

Savez-vous patiner, Jean? Savez-vous danser, Babet?

* Teacher's note: The above explanation (a -le is au) and (a + les is aux)

is for the teacher only. No explanation will be given the children.

By now it is possible to conduct Morning Exercises under French

Directions:

Baissons la tête pour la prière.

Chantons l'Amérique.

Saluons le drapeau.

Interesting activity: Make a French Flag.

La rose est rouge,
La violette est bleue,
Le sucre est doux,
Et aussi vous.

The rose is red,
The violet is blue,
Sugar is sweet,
And so are you.

Le Petit Dejeuner - Breakfast

*de +la is de la; de +le is du; de +les is des.

Que prenez-vous pour le petit déjeuner? What do you have for breakfast?

Je prends du jus d'orange. I take (have) orange juice.

Je prends du pain avec du beurre ou avec de la margarine.

I have bread with butter or margarine.

Quelquefois, je prends des petits pains avec de la confiture.

Sometimes, I have rolls with jam.

Je prends des oeufs. I have eggs.

Je prends du lait, du chocolate, ou du café au lait avec du sucre.

I have some milk, some chocolate, or some coffee with milk and sugar.

Je ne prends pas de thé. I have no tea.

Je ne prends pas de café noir. I take no black coffee.

Teacher's note: Expand on Table manners with increased vocabulary.

What do you do all day?

Que faites-vous le matin? What do you do in the morning?

Je me lève. I get up.

Je me lave les mains et la figure. I wash my hands and face.

Je me brosse les dents et les cheveux. I brush my teeth and hair.

Je déjeune. I have breakfast. or I eat (dine).

Je pars pour l'école. I start for school.

J'entre dans la salle de classe. I enter the classroom.

J'étudie mes leçons. I study my lessons.

Je déjeune. I have lunch. (dine)

Je vais à la maison. I go home.

Je joue avec mes amis. I play with my friends.

Je dîne. I have dinner.

Je prépare mes devoirs. I prepare my homework.

Je regarde la télévision. I watch television.

Je me couche. I go to bed.

Whenever the normal procedures of the class throughout the day present a natural opportunity to use French directions, greetings, courtesy expressions, numbers, etc. saying these things in French instead of in English will give added opportunity for making the learning of French seem real to children.

We will never teach the rule first. Always we will practice the sentences, many, many times --- and the rules will take care of themselves.

Whenever possible, we will encourage the children to respond in complete sentences in French - just as we do in English.

The word and (et) is never linked with another word.

COLOR

Keep refreshing the vocabulary already presented. This time use objects around the room.

| | |
|----------------------------------|---------------------------------|
| De quelle couleur est le livre? | What color is the book? |
| Le livre est bleu. | The book is blue. |
| De quelle couleur est le crayon? | What color is the crayon? |
| Le crayon est vert. | The crayon is green. |
| De quelle couleur est le stylo? | What color is the fountain pen? |
| Le stylo est noir. | The fountain pen is black. |
| Le mur est brun. | The wall is brown. |
| Le papier est blanc. | The paper is white. |
| La table est brune. | The table is brown. |
| La craie est blanche ou jaune. | The chalk is white or yellow. |

Géographie de la France - Geography of France. -(Grade 6)

Use the map a great deal.

| | |
|---|------------------------------------|
| Voici une carte de la France. | Here is a map of France. |
| La France est en Europe. | France is in Europe. |
| Où est la frontière du nord? | Where is the northern border? |
| Voici la frontière du nord, mademoiselle: la Manche, la Belgique, le Luxembourg et l'Allemagne. | |
| Here is the northern border, Miss: the English Channel, Belgium, Luxembourg, and Germany. | |
| Quelle est la frontière de l'est? | What is the eastern border? |
| Voici les pays de l'Allemagne, la Suisse et l'Italie à l'est. | |
| Here are the countries of Germany, Switzerland and Italy to the east. | |
| Au sud de la France, il y a la Mer Méditerranée et l'Espagne. | |
| To the south of France is the Mediterranean Sea and Spain. | |
| A l'ouest, il y a l'Océan Atlantique. | To the west is the Atlantic Ocean. |
| Où sont les Alpes? | Where are the Alps? |
| Les Alpes sont entre la France et la Suisse et entre la France et l'Italie. | |
| The Alps are between France and Switzerland, and between France and Italy. | |
| Où sont les Pyrénées? | Where are the Pyrenees? |
| Les Pyrénées sont entre la France et l'Espagne. | |
| The Pyrenees are between France and Spain. | |

THE ART OF QUESTIONING - IN FRENCH

The greater variety we can use in our questioning, the more interesting and effective will be our 'Conversational French'.

- | | |
|---|--|
| 1. De quelle couleur est le livre? | What color is the book? |
| 2. Avez-vous un frère? | Have you a brother? |
| 3. Avez-vous une soeur? | Have you a sister? |
| 4. Quel âge avez-vous? | How old are you? |
| 5. Quels sont les jours de la semaine? | What are the days of the week? |
| 6. Quels sont les mois de l'année? | What are the months of the year? |
| 7. Quel jour sommes-nous? | What day is it? |
| 8. Quelle date sommes-nous? | What date is it? |
| 9. Quelles sont les saisons de l'année? | What are the seasons of the year? |
| 10. Nommez trois personnes dans votre famille? | Name three people in your family. |
| 11. Quel est votre anniversaire? | When is your birthday? |
| 12. Quel est l'anniversaire de Georges Washington? | George Washington's? |
| 13. Quel temps fait-il au printemps? | What kind of weather in the spring? |
| 14. Quel temps fait-il en été? -- en hiver -- en automne? | |
| 15. Quel temps fait-il aujourd'hui? | What kind of day is today? |
| 16. Comment vous appelez-vous? | What is your name? |
| 17. Que prenez-vous pour le petit déjeuner? | What did you have for breakfast? |
| 18. Quelle heure est-il? | What time is it? |
| 19. Prenez-vous du jus d'orange le matin? | Do you have orange juice in the morning? |
| 20. Comment allez-vous? | How are you? |
| 21. Combien font seize et quatre? | How many are sixteen and four? |
| 22. Qu'est-ce que c'est? | What is this? |
| 23. Combien de livres y a-t-il sur la table? | How many books on the table? |
| 24. Qui prend du lait? | Who is drinking the milk? |
| 25. Où est la balle? | Where is the ball? |

In making sure of vocabulary it is often well to use the following three forms:

| | |
|----------------------|--------------------------|
| Montrez-moi la main. | Show me the (your) hand. |
| Donnez-moi la balle. | Give me the ball. |
| Où est le livre? | Where is the book? |

TABLE GRACE

| | |
|------------------------------|--------------------------------|
| Bénissez-nous, mon Dieu | Bless us all, oh God, |
| Bénissez ce repas, | And bless this meal, we pray. |
| Et donnez, Seigneur, du pain | And give some food, dear Lord, |
| A ceux qui n'en ont pas. | To those in want today. |

ADDITIONAL PRACTICE FOR THOSE MOST ADEPT:

Any statement can be made into a question by preceding the statement by est-ce-que:

Est-ce-que l'école est grande?

Est-ce-que Marie Joue à la balle?

Est-ce-que vous avez un frère?

Est-ce-que le livre est sous la table?

Note: Always use de with combien

T. Combien de livres avez-vous?

T. Combien de personnes y a-t-il dans votre famille?

T. Combien de minutes y a-t-il dans une demi-heure?

Ch. Dans une demi-heure, il y a trente minutes.

Note: Que, Quel(s), Quelle(s) - What?

T. Qu'est-ce que? What?

T. Qu'est-ce que c'est que cela? What is that?

T. Que prenez-vous pour le déjeuner?

T. Quel jour sommes-nous?

T. Quelle date sommes-nous?

T. Quelles sont les saisons de l'année?

Note: Où- Where?

T. Où sont les livres? Ch. Les livres sont sur la table.

T. Où est le crayon? Ch. Voici le crayon.

T. Où sont les crayons? Ch. Voilà les crayons.

Note: Never teach a conjugation or a rule; use the verbs!

T. Savez-vous danser? Ch. Oui, mademoiselle, je sais danser.

T. Jouez-vous à la balle? Ch. Oui, monsieur, je joue à la balle.

T. Portez-vous une cravate? (Note: Pourquoi- Why? Quand- When?)

SUGGESTED ACTIVITIES AND GAMES

1. Simon Dit- Simon Says

Simon dit: faites ceci- Simon says - do this!

Simon dit: faites cela- Simon says - do that!

2. After the children can count with good pronunciation and clear enunciation counting can be used for jumping rope, bouncing a ball, counting out in a game, counting objects in the room, playing bingo and other number games.

3. Make a 'frieze' of pictures representing the words that the children have learned, so that it extends around the room. Choose a child to select one picture and have him give the French word for the picture saying: "C'est une jeune fille." If he gets the right word, he retains the picture in his hand. Attempt to see that all members of the class retain at least one picture.

4. BIG CHAIR. A group of children sit in a semi-circle, with the child at one end sitting in the big chair. A child leader holds up a picture and says: "Qu'est-ce que c'est?" Starting with the child in the big chair each child in turn gets a chance to give the word for the picture. When a child misses, he goes to the end of the line and all the others move up one chair. The object is to reach the "Big Chair" and stay in it. (Encourage the children to answer in complete sentences- C'est un or C'est une).

5. One child is leader. He chooses a child to be blindfolded. He then motions to another child to shake hands with the blindfolded child and say: "Bonjour, mon ami!" The first replies: "Bonjour, mon ami. Qu'est-ce que c'est?" The second replies: "C'est un garçon." or "C'est une jeune fille." This gives the blindfolded child the chance to hear the other's voice and to guess. "C'est Marie." If he guesses incorrectly, the children say: "Non! n'est pas Marie." If the right person is not guessed in three tries, another child is blindfolded and the game proceeds as before.

6. Place on a table or around the room any articles or pictures of articles for which the children have learned the names. Choose a leader, who will say: "Donnez-moi un livre (deux crayons, six chapeaux, etc.)" These directions should be addressed to the children in turn, they having been previously divided into teams. If a child responds with the correct action, his team scores one point. If a child does not respond correctly, the other team scores one. The team with the greater number of points wins. When a child responds correctly, the leader is to say: "Merci, Jean! (calling the correct name of the child), and the child should answer: "Il n'y a pas de quoi."

Play the game "Le Contraire" (Opposites). Have two teams. The first child on Team A says a word in French: e.g. 'devant'. The first child on Team B must reply with a word meaning the opposite, in this case 'derrière'. The child next to him on Team B gives a word to the next child on Team A, etc. If a child is unable to answer, the child who asked the question may answer it and score an additional point for his team. (sous-sur; et-moins; la mère-le père; la fille-le garçon; la soeur-le frère; papa-maman; le grand-père-la grand'mère; la tante-l'oncle; blanc-noir; oui-non; bonjour-aurevoir; madame-monsieur)

SOURCES FOR MATERIALS

French Cultural Services
972 Fifth Avenue
New York 21, New York

Modern Language Association of America
6 Washington Square North
New York 3, New York

UNESCO Relations Staff
Department of State
Washington 25, D. C.

Consulate General of France
610 Fifth Avenue
New York, New York

French National Railways
610 Fifth Avenue
New York, New York

Metropolitan Life Insurance Co.
Directeur Général au Canada
Ottawa 4, Canada

French Book Store
Rockefeller Center
New York City, N. Y.

The Thrift Press
Ithaca, New York

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